



Courier

Official Publication of the Nursing Education Alumni Association

Spotlight on Marianne Taft Marcus, EdD, RN, FAAN by Diane J. Mancino



Marianne Taft Marcus has dedicated her career to the plight of substance abusers—often a population that is viewed as a public menace rather than as potential for living full, productive lives. Her remarkable curriculum vitae traces back her nursing practice, research and publications in this specialty to the late 1980s. For more than two decades,

her research has guided nursing practice and nursing education curriculum design, treatment, and prevention of substance abuse. Over the years, Dr. Marcus' research has built a foundation of nursing knowledge establishing mindfulness-based stress reduction and nursing interventions for substance abuse recovery.

Marianne Taft Marcus is the recipient of the 2010 NEAA Nursing Scholarship and Research Award.

Editor: What brought you to the Nursing Profession?

My mother was a nurse, my sister was planning to be a nurse, and my brother was in medical school. I was determined to be something else, a foreign language teacher. After two years of liberal arts studies at Albertus Magnus College in New Haven, Connecticut, I realized that my interests and abilities lay in the sciences. I hesitantly decided to try nursing and transferred to Columbia-Presbyterian Hospital School of Nursing. I loved nursing from the moment I started.

Editor: What brought you to Teachers College?

After a career hiatus dedicated to parenting, I decided to return to nursing and focus on becoming a nurse educator. I accepted a part-time position at the Edna McConnell Clark School of Practical Nursing at Presbyterian Hospital. I enjoyed teach-

ing and knew I would need graduate education to pursue that role. Teachers College was recommended by colleagues at Presbyterian as the best place to obtain that education. I was also impressed by the long history of Teachers College as the mecca for graduate nursing education. I enrolled in TC in 1975 and completed the MA in 1976 and the MEd in 1977.

Editor: What was Teacher College like for you as a student?

As a student I found Teachers College to be both stimulating and challenging. I had been out of school for some time and was very apprehensive about being able to keep up. The TC faculty, and particularly my advisor, **Dr. M. Louise Fitzpatrick**, were wonderful. They recognized my apprehension and provided encouragement and guidance. The academic environment at TC was exceptional. The curriculum was demanding and scholarly yet practical, we were prepared as educators who could transmit our clinical skills to students in the most effective manner. The faculty was outstanding. I was fortunate to have distinguished nursing faculty such as **Louise Fitzpatrick, Mildred Montag, Margaret McClure, and George Labadie**, as well as educational philosophers, **Maxine Greene** and **Phillip Phenix**. Exposure to these transdisciplinary leaders encouraged us to think beyond the traditional boundaries of our profession and question the status quo of health care in new ways. My TC education was to become the foundation for all that I have accomplished in nursing education to date, including sometimes questioning the status quo.

Editor: Please describe the progression of your career.

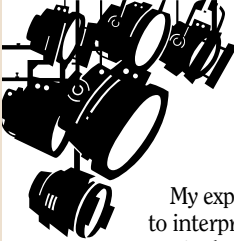
When I graduated from my baccalaureate program I remained at Presbyterian Hospital as a staff nurse and then head nurse on a medical unit. Marriage took me to Washington, D.C. where I worked briefly as an instructor at Sibley Memorial Hospital School of Nursing. After 16 years devoted to family I returned to nursing, and graduate education. I taught at Herbert H. Lehman College of Nursing in the Bronx and Columbia University School of

Nursing before moving to Texas and the University of Texas Health Science Center-Houston School of Nursing where I have been since 1980. At UT I have had a variety of roles, including department chair, and taught in both graduate and undergraduate programs. I am currently the Director of the Center for Substance Abuse Prevention and Research where I teach both graduates and undergraduates and do research related to substance use disorders.

Editor: When and how did you get interested in addiction disorders/substance abuse and mindfulness-based therapy?

In 1983 our school was asked to provide a voluntary primary care clinic in a long-term residential drug treatment program, a therapeutic community. I was eager to have a site for students to learn physical assessment and practice primary care so accepted the challenge. This chance encounter was the beginning of my career focus on substance use disorders. I quickly realized that, although comfortable with my role as clinician and educator, I knew little about addiction. I questioned, "What causes addiction and how does it affect health?" "How does therapeutic community treatment work?" "What do nurses know about substance use disorders and how do they learn it?" During this time I was completing my doctoral dissertation, a qualitative study of nurses' work in a surgical intensive care unit. I was intrigued by the nurses' accounts of patients who were in the unit because of encounters with "the Clydesdales" of the "Marlboro Man," references to contemporary beer and tobacco commercials. One prevailing theme was that these patients had "done it to themselves" and would likely "go out and do it again." I was troubled by this fatalistic attitude and by my own lack of knowledge and resolved to focus my teaching and research in this area. I obtained three successive faculty development grants from the Substance Abuse Mental Health Services Administration (SAMHSA), Center for Substance Abuse Prevention to increase faculty competence in this area and created an addiction focus graduate program to develop scholars in the field.

(Continued on page 2 ➡)



Spotlight on Marriane Taft Marcus

(Continued from front cover)

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My experiences led to participation in Project MAINSTREAM, a national program to interprofessional health care faculty to include substance abuse content in the curricula of their discipline. At the same time I was pursuing research related to therapeutic communities. I learned that they provide highly structured hierarchical environments in which the community itself is the key environment for behavior change. For individuals whose lives are characterized by impulsivity and lack of self-control the program is restrictive and inherently stressful and drop-out rate is high. Recognizing that successful outcomes are correlated with time in treatment led me to hypothesize that stress-reduction strategies might enhance progression and retention. I chose mindfulness-based stress reduction and have completed several studies showing the promise of this method. The more I learned about substance use disorders the more I realized the important role for nurses in prevention. My prevention approach is through the challenging and rewarding process of community-based participatory research (CBPR), a method that involves community stakeholders in all aspects of a study with the ultimate goal of building capacity to improve the community's health. Substance use and abuse continue to threaten the health of the nation. I am pleased that my nursing career took this unexpected turn and look forward to continuing to teach and do research in this area.

Editor: Have mentors guided your career?

My most enduring mentor was **Dr. Dorothy E. Reilly**. She was a faculty member at Columbia when I was an undergraduate student and, in those days, faculty were housed in apartments in the dormitory, Maxwell Hall. Dr. Reilly was always available for advice and consultation during our program. We also knew that she was pursuing doctoral education so became aware for the first time that there was graduate education beyond the BSN. Dr. Reilly moved to Wayne State in Detroit but we remained in contact through the years. She encouraged me to teach and followed my progress, even serving as a consultant on my first grant which was devoted to faculty development in substance use disorders. She was a consummate nurse educator who encouraged excellence, even pointing out that my objectives on that first grant could be at a higher level. Dr. Reilly died in 1996 but I often think of her and treasure her advice. I have been mentored in the research component of my career by peer mentor, **Dr. Patricia Liehr**, Associate Dean for Research at Florida Atlantic University. Dr. Liehr, formerly a member of the faculty at UT, encouraged me to write my first research grant and continues to critique these initiatives and consult on current research activities. She is an expert on research methods and an infinitely supportive individual making her an ideal peer mentor.

Editor: Please describe highlights of your career.

I have had many wonderful experiences in my nursing career but I think the one that stands out most vividly happened in 1992 when the late **Dr. John P. McGovern**, local physician and philanthropist, invited me to his office to discuss my work related to substance abuse. He indicated that he had heard from colleagues about my activities and wanted to know how it had all come about. He concluded by telling me that he would set up an endowed professorship to support my work. The John P. McGovern Distinguished Professorship in Addictions Nursing endowment supports much of what I am able to do in research. My recent return to the hallowed halls of Teachers College to receive the 2010 Award for Scholarship and Research and Induction into the Hall of Fame is also a highlight of my career. It was a time to reflect on the importance of my TC education and reconnect with classmates who had shared the experience.

Editor: What do you think is the biggest challenge facing the nursing profession?

I think the biggest challenge facing the nursing profession today is the need to forge truly interprofessional collaborations at all levels of practice, education, and research, collaborations that are built on mutual trust and respect for the contributions of fellow health professionals and mutual concern for the welfare of patients. Changes in health care demand that we do so.

Editor: What advice do you have for nurses just starting their careers?

I would advise nurses who are just starting their careers to remember that education for basic entry level practice is just the beginning of that career. It is important to obtain further education whether it be toward clinical specialization, teaching, or research or, preferably, all three. In my experience, the most rewarding aspect of nursing has been the opportunity to establish a defined clinical focus, teach others and the community about that area, and do related research. ☺

From the President

by Franklin A. Shaffer, EdD, RN, FAAN



It is my distinct honor and privilege to serve as the President of Teachers College Nursing Education Alumni Association. I am pleased to work with such a distinguished group of alumni serving on the Board of Directors. I know together with the membership we will face challenges and barriers; however, I believe we can and will overcome each of them and succeed along our journey to accomplish the NEAA mission. We are living during exciting times for nursing and nursing education and like our TC predecessors I believe we can face the rapidly changing world and be better because of our actions and strategies.

As I begin my term as President I have chosen the theme of "change." We must learn to love change, although at times it is not easy and we frequently find many reasons not to change. As we look around our world of nursing we find many reports and indicators that nursing is entering a very exciting period. The trends are on nursing's side for now. From the public's opinion of nursing as the most trusted healthcare professional to the recent Carnegie Foundation for the Advancement of Education report *Educating Nurses: A Call for Radical Transformation* (Jossey-Bass 2009), as well as the anticipated report from the Robert Wood Johnson Foundation (RWJF) and Institute of Medicine (IOM) on the Future of Nursing in America. These and other groundbreaking reports and programs offer new opportunities and help shape our thinking as we plan for the future of our profession and the services we provide.

We recently witnessed the most important legislation since the passage of Medicare. This time around our government recognized nursing and our contributions to society more than ever before. The passage of The Patient Protection and Affordable Care Act- Public Law No: 111-148 along with many other studies and findings is strategically positioning nursing—now it is up to us to tactically plan the ways to maximize these unfolding imperatives.

As we look closer at the environment of Teachers College and educational enterprise of Columbia University I see new opportunities unfolding. Many of you are probably aware that the Columbia University School of Nursing recently appointed a new dean: **Bobbie Berkowitz**, PhD, RN, CNAA, FAAN. She is considered one of the nation's thought leaders and an accomplished nurse researcher. Dean Berkowitz brings new ways of thinking and experiences and would likely welcome the opportunity to explore creative collaborative initiatives. TC and Columbia are fortunate in that we already share several commonalities: from having the presence of two nursing entities in the same educational enterprise; the same Alpha Zeta Chapter of Sigma Theta Tau International; similar missions; and the same goal of preparing nursing leaders for tomorrow. And, like all institutions, we have limited resources. Today's economy demands that we all use limited and valuable resources wisely.

As noted earlier, my theme is "change" and I encourage each of us to think about ways in which we can bolster NEAA and build on our rich heritage. The NEAA Board needs each member to be active and engaged if we are to achieve our mission. We are in the process of appointing NEAA Committees and need the involvement of volunteers from our membership. Should you be interested in servicing on one the NEAA Committees (Hall of Fame, Stewart Research Conference, and Awards Committee) please email me at fshaffer@crosscountry.com. We are tentatively scheduling the Stewart Research Conference for April 29, 2011 at Teachers College in the Milbank Memorial Chapel. Over the next few months you will be hearing more about the Hall of Fame, Awards, Nominating Committee and more. I also encourage each of you to send in information to **Diane Mancino** for the NEAA Courier; it is for many of us the main communication about our members and alumni association.

Please join me and the board to make this an exciting time for NEAA and TC. Let's explore the opportunities, be brave like our predecessors and capture the opportunities hidden in change. ☺

Chat from the Chair

by Kathleen O'Connell, PhD, RN, FAAN, Isabel Maitland Stewart Professor of Nursing Education



I've asked each one to share a memorable moment.

Dr. Marianne Homsey

The most challenging part of the dissertation experience was my attempt to formulate the "complete" PowerPoint presentation for my defense that contained all of the elements of my project. Multiple revisions could not accomplish this to my satisfaction. However, when I began my presentation I realized I had much more knowledge about my topic "off the top of my head" than the slides could capture, confirming I really did know my topic.

Dr. Diane Reynolds

As a recipient of a NEAA Research Award, I submitted an abstract for a poster presentation at the Stewart Conference to showcase my work that NEAA had generously funded. I was delighted when it was accepted but, as fate would have it, my dissertation defense hearing was scheduled for the same time as the poster session at the Stewart Conference! I left a note on my poster stating that I was off defending my research. Happily, all went well.

Dr. Kathleen Kenney-Riley

My most vivid memory surrounding my dissertation and defense is injuring my knee a few weeks before I was scheduled to defend and finding out I needed a total knee replacement. I told the surgeon he could only do it if I could still defend on time! So the night before surgery, with nothing to eat or drink, I was up until 2 am writing my final version and sending it to my committee members before I went in for surgery. I packed my dissertation in my hospital bag before I put in my pajamas and slippers because I could not leave home without it! Although I had to delay defending by a few weeks and ended up having to redo all of my statistical analyses a week before, I got to the defense and passed.

Dr. Adrienne Wald

Defending my dissertation was one of the most rewarding experiences of the doctoral process for me. My advisor and committee members made it both challenging and supportive. I was thrilled to have the opportunity to present the research that I find so exciting and was so immersed in, to a stellar group of faculty who focused their attention on my work. It was truly rewarding, and a grand time, with the outcome I had worked so hard for! ☺

Update from the Executive Program For Nurses

by Kim K. Mendez, EdD, RN, ANP-C
Assistant Program Coordinator/
Assistant Professor of Nursing Education



Every May nurses' contributions to society are honored during a weeklong celebration. This May, the United Nations honored the profession of nursing as it declared 2010 as the International Year of the Nurse. Indeed as we celebrated the 100th Anniversary of the passing of Florence Nightingale and honored the tradition of caring during Nurses Week 2010, we encouraged young women and men around the world to explore the many opportunities the nursing profession offers.

The continued growth and success of the Executive Program for Nurses has never been timelier as we maintain a proactive focus on addressing the needs of the nursing profession both in the professorial and administration arenas. This spring we say goodbye and congratulations to our graduating Master and Doctoral students and prepare to welcome a new Master's cohort this upcoming fall 2010 semester.

With the accomplishment of two years of dedicated work behind them, 28 Executive Program for Nurses Master's cohort students celebrated their graduation and are already challenging themselves in new directions. Congratulations are extended to **Mariekarl Vilceus-Talty** who received a 2010 March of Dimes Award for Excellence; **Bridget Kumbella**, who was nominated for Nurse of the Year at Montefiore North; **Linda Kelly** and **Norene S. Dove**, who have been offered teaching positions; **Sue Chin**, who was an exceptional keynote speaker at Brookhaven Memorial Hospital's Nurse's Week celebration luncheon; and **Esmihan Almontaser** and **Lani Blanco**, who are teaching new nursing graduates the NCLEX-RN review course. Many of the Masters students attended the Teachers College May 17, 2010 Sigma Theta Tau International Honor Society Alpha Zeta Chapter induction ceremony.

We are filled with excitement as **Mary Ellen Lindros** and **Diane Maydick Youngberg** completed their doctoral journey and wish them much success for the future. Additionally, this semester sees thirteen doctoral cohort students completing their second year of academic study as certified doctoral candidates and working hard on the development of their research proposals.

For those of you who attended the 2010 Stewart Conference, I hope that you took the opportunity to meet the Executive Program for Nurses Masters and Doctoral students – our future leaders. Best wishes to all our graduates! ☺

Honoring Florence Nightingale

2010, the centennial anniversary of the death of **Florence Nightingale**, has been designated as the International Year of the Nurse. Founded by Sigma Theta Tau International, the Nightingale Initiative for Global Health and the Florence Nightingale Museum, this initiative honors the legacy of Florence Nightingale, other nurses, midwives and other health care personnel whose personal actions make a world of difference. This collaborative grassroots global initiative aims to act as catalysts for achieving a better world.



Rev. Muncie

This column is offered in appreciation and celebration of Florence Nightingale's life and work. It features the sermon given by the **Reverend Margaret A. Muncie** at the May 1 Choral Evensong honoring Miss Nightingale at the Episcopal Cathedral of All Saints in Albany, NY.* Miss Nightingale is a Lesser Saint in both the Anglican and

Episcopal USA Churches. The Foundation of New York State Nurses and the St. Luke's Hospital School of Nursing sponsored the May 1 Evensong.



May 1, 2010
All Saints Cathedral
Florence Nightingale Service
Foundation of New York State Nurses

"At this time last year, I stood in the pulpit of the Cathedral Church of St. John the Divine in New York City and preached among many of my friends, the Alumnae of the St. Luke's Hospital School of Nursing for their gala celebration.

It was a memorable celebration. Now a year later I am honored to be among you here at the Foundation of New York State Nurses' Florence Nightingale Evensong Celebration in honor of the 100th anniversary of Miss Nightingale's death.

During the course of my preparation for last year's sermon the Holy Spirit led me to a copy of Florence Nightingale's **Notes on Nursing**. I had never read it before. Reading it, I learned much.

I was struck by how her basic principles of nursing were intimately interwoven with the text of Matthew 25 we heard earlier.

Matthew 25:35, "For I was hungry and you gave me food; I was thirsty and you gave me drink; I was a stranger and you took me in; I was naked and you clothed me; I was sick and you visited me; I was in prison and you came to me.I say to you Inasmuch as you did it unto the least of these my brethren you did it unto to me."

This Bible quotation is depicted in the stained glass window of the chapel at St. Luke's Hospital, where I was blessed to serve as Director of Pastoral Care for over seven years. It is etched in the mind of every nurse who ever attended St. Luke's School of Nursing from hours spent in evensong or quiet moments of necessary rest, recovery and contemplation after a hard or challenging moment of caring for those in their charge.

This gospel passage has been a guiding principle for my own nearly 30 year chaplaincy. It is a passage that speaks volumes to the basic principle of human respect for all God's creatures. It upholds the religious principle that all God's human creation stands on the same and equal ground before God. We are all created in the image and love of God; unique, yet equal in the presence of the Holy One.

This for Florence Nightingale was the grounding principle of her very being. She cared for all people as worthy of love and respect in this life. She had a passion for the dignity of every human being.

With this in mind I began to ponder... is there more to Florence Nightingale...more than the person hailed and praised as the founder of modern nursing. Who is this woman we celebrate?

Like a kaleidoscope, are there multiple images of this remarkable woman that we meet when we hold her life of up to the light of revelation?

Florence was born in the city of Florence, Italy, while her well-to-do British parents were on tour. A woman of privilege, she had what many women in her day did not have, a fine classical education. Her father saw to that. This was both a blessing and a curse. Her inquisitive mind and strong spirit could not bear to see the gifts of this education be wasted on the life of tending to the social graces of British society.

Florence Nightingale became

- A writer and prolific personal journalist.
- A woman who went where few woman had gone before, into the camps of war in the Crimean, a first to take nursing sisters to the battlefield and totally alter sanitary conditions for the wounded.
- A master statistician who proved by technical analysis that a social phenomena could be objectively measured. Today, if one writes

anything in the field of healthcare we need to have the research, the statistics to prove it...Oh Miss Nightingale, you were ahead of your time before you knew it.

- A reformer of the British military health system and author of the Indian Public health system.
- A pioneer in hospital sanitation – though she never accepted the germ theory.
- A world traveler, a feminist, a fond lover of cats.
- Founder of the one of the primary schools of nursing St. Thomas Hospital School in London, England.

Yet, still deeper in the soul of this woman was a stirring, a call she had to answer that drove her for much of her young adult life. No doubt the spiritual life was an integral part of the daily reality of this woman. She was a woman on a spiritual journey, a spiritual quest to do the will of God.

Modern scholars reflecting on her life have called her a spiritual mystic. Mystic not in the sense of a far off recluse, though she spent many of her later years in solitude, even then she was productive writing and formulating nursing theory.

Mystic in the sense of a woman who was always seeking what is the will of God; seeking the life work that God was calling her to fulfill; what is God seeking of me? This was her question. How do I live out my life answering this call of God now placed before me? She was a person who sought the love of God and the experience of the Divine Reality of God each day; that was the mystic Florence Nightingale.

She existed in the realm of Western mysticism, where God is the other and one seeks unity of purpose with God. In this tradition the highest forms of Divine Union impel and almost propel the self to some sort of active rather than passive life, often a super human activity.



Above left: The 2010 Albany Service Flyer courtesy of Friends of the Choir, Cathedral of All Saints, Albany (used by permission).
 At right: Florence Nightingale, Trafalgar Square photo courtesy of Ivan D. Steen, PhD.



At left: Flyer graphic courtesy of the Washington National Cathedral. (Used by permission)

She was by all accounts a woman of action – and one deeply frustrated and sometimes furious when action was not taken soon enough. No doubt love of God and love of man was the motivation for all her actions. Her mandate is seen in the roots of the Gospel Matthew 25. Perhaps her spiritual torment stemmed from her unwillingness to recognize ... “the simplicity of God’s love.”

Her awakening to God’s call came early at age 16. An entry in her journal reads:

“God has always led me of Himself. I remember no particular sermon or circumstances which ever made any great impression upon me. But the first idea I can recollect when I was a child was a desire to nurse the sick. My daydreams were all of hospitals and I visited them whenever I could. I never communicated it to anyone, it would have been laughed at, but I thought God had called me to serve him in that way.”

This deep call planted in her soul grew like a seed. But as a seed germinates in the darkness and forms before it breaks the soil and comes to blossom, Florence wrestled with her call in the deep frustration of not finding a suitable venue for that call. Nursing was a shunned profession for a woman of her pedigree.

As she grew and matured, the pain and the deep frustration grew. In her writing the tension exists that she seems to stand always on the edge of the fine ledge between success and failure always faithful to her call to serve God as a nurse.

On May 12th her 30th birthday, she wrote, “Today I am 30, the age Jesus Christ began his mission. Now no more childish things, no more vain things, no more love, no more marriage; now Lord, let me only think of thy will, what Thou willest me to do – O Lord, thy will, thy will.”

No formal training. No place to act out the call. She struggled for two more years until study at Kaiserswerth, Germany, opened to her the practice of nursing skills.

In my own heart I can in some small way relate. As I was called to ministry at an early age and early in the process of women’s ordination, oft I would reflect, can this ministry be practiced in a vacuum? No! God calls one to minister, to nurse, to act in the midst of his people. For the ministry of mystics, as chaplains, and the ministry of nurses is done in the midst of the community of humankind.

It is the call to minister among the people to work for the relief of suffering, to offer the warmth of human compassion, to fight for those under served and poorly served that carried Miss Nightingale on her mission from God.

She was indeed a spiritual person. And nursing is a most spiritual profession.

You who sit here this evening know this deep within you. You felt the stirring in your soul as a child or young woman. Given a moment each of you who pledged the oath of Florence Nightingale upon your graduation can recollect and explore your own meaning and purpose. The why, the when moment, that the profession of nursing became your CALL.

The spirit stirred within you and you knew...there was a need to surrender. Your heart was not at rest until, like the mentor of your shared profession you met the voice of the call, explored your own spiritual development and took the action. **You became a nurse.**

You cared. You comforted. You fed. You met the stranger and took them into your care. You were present unto another in their hour of need.

As the working mystic that Florence Nightingale was, she saw herself as a savior.

One who was working to save the world from error, the error of needless death, pain and suffering, of stifled and unmet dreams for women and to create a better world for all of human kind.

She honored her spiritual vision and integrated the vision into every action of her being. The still small voice of God was her constant companion, her companion and guide on her spiritual pilgrimage to the new creation of nursing.

She was a true presence of Christ’s love made real in her bitter and broken world.

May each of you who live on in the legacy of her work, be blessed to do the work she began, strengthened by the life giving spirit to continue to serve in the path that she forged and bring the presence of God’s true and compassionate love to all you encounter. AMEN.”

In our judgment, Miss Nightingale and Rev. Muncie are “kindred pioneering spirits.” Rev. Muncie was the first woman to be admitted to the General Theological Seminary in New York City and the 34th woman in this country to be ordained as an Episcopal Priest. Rev. Muncie is Chaplain at Ascension Hospice in Greenville, SC. While residing in New York City, she served as Director of Pastoral Care and Education at St. Luke’s-Roosevelt Hospitals. She worked closely with the St. Luke’s Hospital School of Nursing Alumnae Association in planning its Annual Memorial Services. In appreciation and recognition of her service, the Alumnae Association has conferred upon her Honorary Membership in the Association. Rev. Muncie is a co-author of “When Do Nurses Refer Patients to Chaplains?” in the January/February issue of *Holistic Nursing Practice*.¹

In the next two issues of this column, we will focus on Miss Nightingale’s extraordinary career and contributions to humankind. ☺

(Endnotes)

*Sermon published by permission of the Reverend Margaret A. Muncie.

1Weinberger-Litman, PhD, Sarah L.;

Rev. Margaret A. Muncie, MDiv.;

Laura T. Flannelly, PhD, RN; and

Kevin J. Flannelly, PhD.

HOLISTIC NURSING PRACTICE

JANUARY/FEBRUARY 2010

The History Column is contributed by **Cathryne A. Welch**, EdD, RN, Director, Bellevue Alumnae Center for Nursing History, Central NY Nurses Center for Nursing Research, Institute for Nursing; NYS Nursing Workforce Center; and by **Gertrude B. Hutchinson**, MA, MSIS, RN, Archivist, BACNH, Foundation of New York State Nurses.

Collector’s Pin Available

Florence Nightingale 1820-1910

Florence Nightingale, the founder of modern nursing, was a statistician, social reformer and a practitioner and administrator of nursing. Countering her family’s disapproval and Victorian era traditions, Miss Nightingale accepted what she described as “God’s call to work as a nurse.” In 1844, after completing the nursing program at Kaiserswerth School in Germany, she returned to London to nurse the indigent. She was quickly recognized as a leading authority on the deplorable conditions existing in civilian and military hospitals. In 1854, under the auspices of the English government, she led a group of nurses to care for soldier casualties of the Crimean War. Uncomfortable with public acclaim throughout her life, she worked diligently behind the scenes to foster her agenda of hospital and healthcare reform. She lived to see that reform and the establishment of the Nightingale School of Nursing at St. Thomas Hospital, London. The Bellevue School of Nursing (NYC) was founded in 1873 on the principles of the Nightingale Model. Among her most noted works are *Notes on Nursing* and *Cassandra*.

A limited number of Collector’s Pins are available from the Foundation of New York State Nurses Gift Shop (\$5.00 each). For further information, visit their web page at <http://foundationnurses.org/giftshop.htm#pins>

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Florence Nightingale
Collector’s Pin

47th Annual

Isabel Maitland Stewart Conference on Research in Nursing and Annual Awards Ceremony
Teachers College Columbia University · April 23, 2010

Healthcare and Nursing Imperatives for the 21st Century

At right, L to R: TC President, **Susan Fehrman**. Keynote Speaker **Kristine Gebby** presented *Health in the 21st Century: What About Nursing?* Speaker **Barbara Glickstein** addressed *Nurses Working to Stop Human Trafficking*. Speaker **Jean Jenkins** discussed *Integrating Genomics and Genetics into Nursing Care, Education and Research*.



At left, top to bottom: **Sandy Lewenson** participates in audience discussion; Executive Program for Nurses Master's cohort; York College RN to BSN completion students with sponsor, **Dorothy Ramsey**.



Below, top to bottom: Six posters were displayed on a variety of topics including (above) "Making a Difference in the Prevention of Pressure Ulcers through Nursing Research." **D. Lawtum** and **A. Celia**, St. Francis Hospital, Roslyn, NY; Poster presented by **Sadie Smalls**, Kings County Hospital, Brooklyn, NY; **Anna Caroline Maxwell**: National and International Nursing Legacy 1851-1929.



NEAA Awards and Hall of Fame Induction



Stewart Conference attendees, award winners and guests celebrated at the Awards Luncheon, sponsored by the Teachers College Office of Alumni Relations. **Above, L to R: Mary E. Norton** (EdD '85) Hall of Fame Inductee; **Diana Newman**, President, NEAA; **Stephen Marrone** (EdD '05) Nursing Practice Award; **Nettie Birnbach** (EdD '82) R. Louise McManus Medal; **Marita Frain** (MEd '73) Nursing Education Award; **Marianne T. Marcus** (MEd '77) Nursing Scholarship and Research Award; and **Elise Lev** (EdD '86) Hall of Fame Inductee. The McManus Medal and Achievement Award recipients are also inducted into the Hall of Fame. See page 11 for more information about the award recipients.

NEAA Achievement Awards

Deadline: January 31, 2011

For details go to: www.tcneaa.org

- R. Louise McManus Medal
- Nursing Scholarship and Research Award
- Nursing Education Award
- Nursing Practice Award
- Nursing Service Award
- Leadership in Professional and Allied Organizations Award

Many thanks to the following for sponsoring student tickets for the Stewart Conference:

Sylvia K. Fields	Diane Mancino	Priscilla Sager
Deborah Hunt	Marianne T. Marcus	Maria Rosario-Sim
Janet Kasoff	Susan Mayer	Hazel Sanderson-Marcoux
Mary F. Kohnke	Kathleen McCullough	Lillie Shortridge-Baggett
Georgie Labadie	Diana Newman	Mignon Smith
Lois Lagerman	Jackie Paletta	Carol Wolahan Steggall
Elise Lev	Dorothy Ramsey	Connie Vance
Cathryne A. Welch	Rita Wiczorek	Jacqueline Witter
	Eileen Zungolo	

TC Nursing Hall of Fame

Deadline January 31, 2011

Criteria include: demonstrated leadership that affected nursing education, health, and social history through sustained contributions to nursing; nominee must have completed course work and/or requirements for a degree representative of one of the nursing education programs at Teachers College; achievements of the nominee must have enduring value to nursing beyond the nominee's lifetime. (Note: Nominees for the TC Hall of Fame Award may be living or deceased.) For details go to: www.tcneaa.org

Graduate and undergraduate students from the following schools attended the Stewart Conference:

Adelphi University	Hostos Community College	New York Institute of Technology
Cochran School of Nursing	Hunter College	New York University
College of New Rochelle	LaGuardia Community College	Pace University
College of Staten Island	Long Island College Hospital	Phillips Beth Israel School of Nursing
Elmira College	Long Island University	Stony Brook University
Excelsior College	Molloy College	Teachers College Columbia University
Hopfer School of Nursing	Nassau Community College	York College

From L to R:

Hall of Fame Inductee, **Elise Lev** (L), thanks audience and Committee Chair, **Caryle Steggall**, Chair, Hall of Fame Committee.

Diane Mancino (L), Nominator, presented **Nettie Birnbach** (R) with the R. Louise McManus Medal. See page 11 for more details.



We are grateful and wish to extend our appreciation to our sponsors for their generosity and support of the 47th Annual Stewart Conference:

- Johnson & Johnson Campaign for Nursing's Future
- National Student Nurses' Association

Alumni News

Ellen Russell Beatty (EdD '91; MEd '90) was honored in the Molloy College Alumni of the Month Program last May. Ellen is Director of Nursing Program/Professor at Mercy College, Dobbs Ferry, NY. Contact her at ebeatty@mercy.edu.

Rita K. Chow (EdD '68) has been selected to receive the 2010 National Gerontological Nursing Association Board of Directors Lifetime Achievement Award. The award was established as a means of recognizing excellence in and distinguished contributions to gerontological nursing. She will be recognized at the NGNA Convention, October 13-17, 2010 in Palm Springs, California.

Brigitte S. Cypress (EdD '09) recipient of the 2008 NEAA Pre-Doctoral Research Award, published: *The Intensive Care Unit: Experiences of Patients, Families and their Nurses. Dimensions of Critical Care Nursing*, 29(2), 94 - 101. Brigitte also presented at the Roy Adaptation Association (RAA) annual conference in June 2009 and was awarded the General Humberto and the Mrs. Velasco New Scholar Award. Her research was also presented at the Royal College of Surgeons in Ireland (RCSI) Annual International Research Conference in Nursing and Midwifery.



M. Louise Fitzpatrick (EdD '72; MEd '69; MA '68) was honored April 7, 2010 with the Distinguished Colleague Award by colleagues of the Pennsylvania Higher Education Nursing Schools Association, at their meeting in Harrisburg. PHENSA includes the deans and directors of baccalaureate and higher education programs from across the state. Dr. Fitzpatrick is Connelly Endowed Dean and Professor of the College of Nursing, Villanova University.



Barbara Krainovich-Miller (EdD '88) was promoted to associate dean for academic and clinical affairs at NYU College of Nursing.



Carrie B. Lenburg (EdD '71; MEd '70) will receive the National League for Nursing (NLN) President's Award for vision and leadership in nursing education, to be awarded at the NLN Education Summit in September in Las Vegas. She also is among those selected to participate in NLN's Think Tank on High Stakes Testing. In the past several months, Carrie has had 4 manuscripts published: articles focused on the Competency Outcomes and Performance Assessment (COPA) model in *Nursing Education Perspectives* and in the *Journal of Nursing*

Education; and 2 book chapters, one on the COPA model, in Linda Caputi's text for nursing educators and another on issues and trends that influence nursing education, in the Cherry and Jacob issues and trends text (in process).

Diane J. Mancino (EdD '95) will present, "Shared Governance and Professional Socialization: Student Nurses Association (United Kingdom) and National Student Nurses Association (USA) at the International Perspectives in the History of Nursing Conference, at Royal Holloway University of London, Egham, September 14-16, 2010.

Mathy Mezey (EdD '77), Director, Hartford Institute for Geriatric Nursing, NYU College of Nursing, received the American Geriatrics Society's Nascher/Manning Award at the Annual Meeting on May 14. The award is granted to an individual with distinguished, life-long achievement in clinical geriatrics. The award to Dr. Mezey, the first nurse to receive this award, recognizes her as a leader, an educator, an author, and for her significant contributions in the field of geriatrics. In addition, she received the Doris Schwartz Gerontological Nursing Research Award last November at the Gerontological Society of America meeting in Atlanta.

Ethel Mitty (EdD '87) associate research scientist at NYU College of Nursing, co-edited, *Assisted Living Nursing: A Manual for Management and Practice*, with Barbara Resnick (University of Maryland).

Franklin Shaffer (EdD '83) was appointed president of Friends of the National Institute for Nursing Research (term 2010-11), the philanthropic voluntary organization for the National Institute for Nursing Research (NINR). The annual Nightingala event takes place on Sept 29th in DC at the Omni Shoreham Hotel and celebrates 25 years of NINR's existence within the Institute of Medicine. The keynote speaker is **Dr. Francis Collins**, Director of the National Institute of Health. For information, go to: <http://www.fninr.org/events.html>. Frank also serves on the American Organization of Nurse Executives (AONE) 2009-11 Nominating Committee, and he is Guest Editor for the October issue of *Nurse Leader*, official journal of AONE.

Sadie M. Smalls (EdD '96; MEd '78; MA '75) will present "Anna Caroline Maxwell: National and International Nursing Legacy, 1851-1929" at the International Perspectives in the History of Nursing Conference, Royal Holloway University of London, Egham, September 14-16, 2010. This presentation is based on Dr. Smalls' unpublished dissertation, "Anna Carolina Maxwell: Contributions to Nursing, 1851-1901."

Bonnie Sturm (EdD '02) received notice of tenure and promotion to associate professor (effective August 2010), at Seton Hall University, South Orange, NJ; and I has 4 publications since graduating TC in February 2002.

Karen R. Breitkreuz (EdD '09) Shares her Teaching Experiences in South Africa



In the Fall of 2009, I accepted a unique offer to teach undergraduate nursing students from the University of Connecticut (UConn) during their study abroad semester in Cape Town, South Africa. The UConn School of Nursing offers this opportunity to undergraduate nursing students to increase their understanding of in global citizenship. In the UConn School of Nursing, this commitment means educating nursing students about global health issues across the curriculum and offering courses to study nursing in several other countries.

The program I participated in invites senior nursing students to spend a semester studying abroad. In order to meet Connecticut State Board of Nursing, and Commission on Collegiate Nursing licensing requirements, the nursing courses are taught by nursing professors from the University of Connecticut. The professors travel with the students and act as resident directors, mentors, and clinical faculty. The students traveled to Cape Town to complete their Childbearing and Childrearing courses, and a course in South African culture and politics taught by a professor from the University of Cape Town (UCT) who also served as our local liaison.

Students complete their clinical education in several hospitals and clinics in the Cape Town. In the pediatric course which I taught, students also cared for children in an HIV/AIDS orphanage, and completed volunteer hours in the community agencies. Throughout the clinical experiences they observe and provide supervised nursing care to children and pregnant mothers in several local hospitals, clinics and orphanages.

Educating students in another country comes with both challenges and rewards. Nursing faculty must quickly learn to function effectively in a new country. Then they must lead the group of students through experiences of culture shock, semester course-work, and learning to function independently in this community. Study abroad isn't a two-week vacation to an exotic location. In fact, after the initial week-long orientation, reality sets in, and the students and faculty realize they're going to be in a foreign country for three more months, live together, and learn about being the minority.

They learn about differences in cultural concepts of time, space, local food options, day-to-day functioning, local transportation, cultural customs, language, local healthcare practices, and caring for underserved populations, and they will be studying just as much and as they did at home.

After the first few weeks, the excitement of travel wanes, but the education continues 7-days a week for the next three months. At times, the coping abilities of the students can be taxing. The challenge for the faculty is to constantly monitor, encourage and support the students through academic challenges, new clinical situations, and the cross-cultural learning opportunities. For the professional staff, every life-lesson and leadership experience will be drawn on to effectively mentor and lead the students through this experience.

The challenges though, also provide the faculty with many rewards. Traveling and connecting with people from different cultures is certainly one reward. However, for me, the primary reward was having the opportunity to teach students first-hand about the realities of health care in another country. The students had the chance to see and work in an HIV/AIDS orphanage and care for a babies and children born to an HIV infected mothers. They received first-hand information about ARV's (anti-retroviral drugs), and were able to see that the care and love they had to share with the children was warmly received. After a clinical day the students would come to post-conference and discuss the diseases, treatments, and things that were similar or different to clinical situations at home. One student said, "The nurses here provide just as good of care as the nurses in the United States, and with so much less." This lesson is now embedded not only in the minds of these upcoming professionals, but in their hearts.

Teaching students about cross-cultural differences, and even the difficult lesson of being a minority, enriches their view on cross-cultural nursing care in ways they will carry with them for years to come. Time and space allow only limited sharing of all that takes place during a semester abroad, but when I'm asked, "Would you go back?" I always say, "Absolutely."

Karen R. Breitkreuz, EdD, RN, is Assistant Professor in Residence, University of Connecticut School of Nursing. She can be reached at Karen.breitkreuz@uconn.edu.

Got News? Send your alumni news to courieditor@tcneaa.org 

News from the Nominating Committee

Those elected for the 2010-12 term of office are:

Board of Directors

President: **Franklin Shaffer**

Treasurer: **Lucille Joel**

Directors: **Eleanor Campbell** and **Ani Kalayjian**

Nominating Committee

Chair: **Rory Sweeny McGovern**

Members: **Ellen Russell Beatty** and **Margaret Jackson**

The Nominating Committee looks forward to hearing from NEAA members to nominate TC Nursing Alumni for open positions on the NEAA Board and Nominating Committee for 2011! Please look for details in the next issue of *Courier* and on www.tcneaa.org. Information will be available at the end of this year. Have a wonderful summer.

Rory Sweeny McGovern

Chair, Nominating Committee



NEAA Leaders:

Seated L to R: Secretary **Lynette Hinds** (2009-11); Outgoing President **Diana Newman**; Vice President **Patrick Coonan** (2009-11); and Treasurer **Lucille Joel** (2010-2012). **Standing Left to Right:** Nominating Committee (NC): **Ellen Russell Beatty** (2010-2012), **Peggy Tallier** (2009-11), Chair **Rory Sweeny McGovern** (2010-12), **Margaret Jackson** (2010-12). Directors: **Eleanor Campbell** (2010-12), **Connie Vance** (2009-11), and **Rita Wiczorek** (2009-11). Outgoing NC: **Stephen Marrone** (2008-10) and **Janet Kasoff**, Chair (2008-2010). Not in the photo: President **Frank Shaffer** (2010-12), and Director **Ani Kalayjian** (2010-2012); NC Member **Renee Wright** (2009-11).

In Memoriam

Mary Florence Woody (1926-2010)



Mary Florence Woody (at left)
with Elizabeth Carnegie

Renowned nurse, **Mary Florence Woody**, died of congestive heart failure on April 28, 2010 at her senior living residence in Decatur, GA. She was 84.

Mary appeared destined to become a nurse ever since her 7-year-old cousin **Marian** swore the baby was brought to the house in **Dr. Wheeler's** black bag. A few years later, Dr. Wheeler often asked Mary to accompany him on his rounds. After high school she left on the train for New Orleans to be a part of the World War II Cadet Nurse Corps training offered at Charity Hospital, where she became

lifelong friends with an early teacher and mentor, **Sister Mary Paul Vardigan**. Mary worked as a medical-surgical staff nurse at the Montgomery VA and cared for polio patients at the Willard Parker Hospital in New York City. While she was earning her bachelor's and master's degrees at Teachers College, Columbia University, she met her teacher and mentor in nursing administration, **Eleanor Lambertson**. Dr. Lambertson said she recognized Mary as a natural leader, so made sure she was exposed to the latest thinking in personnel administration and hospital management. Mary demonstrated how to carry out Dr. Lambertson's concepts of team nursing at St. Luke's Hospital in New York City.

Thus well-equipped to work with administrators and physicians as colleagues and armed with her own deep clinical knowledge, Mary returned to the south, hired by **Helen Graves**, director of nursing at Emory University Hospital. From 1956 to 1969 she and Emory colleague **Virginia (Jean) Copeland**, transformed the nursing administration of the hospital by persuasion and example: moving away from the supervisor as the 'keeper of the keys' to involving all departments in freeing nurses to nurse patients. They got the pharmacy and central services staffed around the clock; got housekeeping to clean and prepare beds for admission; trained nursing assistants; worked with maintenance to create metal medicine carts that could be safely pre-filled; pioneered teaching patients how to take their own medicines; and eliminated much of the annoying nighttime overhead paging. To reduce the spread of infections, they also invented the foil-wrapped alcohol sponge, for which idea they were paid \$100 by a manufacturer. They lived **Peter Drucker's** succinct dictum "the job of the manager is to make resources productive." Mary enunciated the principle, "for every patient there shall be a responsible RN"—an early understanding of what was later called "primary nursing."

Always a presence in the American Nurses Association on local, state and national levels, Mary was one of a handful of white nurses who led the integration of their professional association. They countered the stranglehold of racist leaders by banding together to elect progressives and by making sure they accompanied and sat by black nurses at meetings.

By the late 1960s, Mary was sought as a director of nursing in at least two other Georgia hospitals, turning them down because she was not convinced they would focus their resources on patient care excellence. She found a progressive match with **J. W. Pinkston, Jr.** at Grady Memorial Hospital in Atlanta, who hired her as associate administrator and director of nursing, an unusual title in 1968. Together with other administrators and Emory physicians, they created many new "programs of care" at Grady, including a diabetes management program staffed by nurse practitioners, the first nurse-midwifery program in Georgia, primary care nurse-run outpatient clinics for coumadin follow-up, sickle-cell care, chemotherapy, an ostomy service, hospital-wide patient education, and others. Mary was an active partner with **J. Willis Hurst, MD** in Grady's adoption of the Problem-Oriented Record. She also hired nurse practitioners to pioneer a role in neonatal intensive care follow-up and in acute psychiatry to ensure that patients' physical needs were not overlooked in the midst of acute mental illness. The focus stayed clear: "How can we make this better for patients?"

In 1979, Auburn University turned to Mary Woody to found its School of Nursing, despite her lack of a doctoral degree, valuing her administrative skills, values, and wise judgments. Auburn was rewarded by admitting its first students in six months and by a fully accredited school in a record time of two years.

Mary returned to Emory in 1984 as director of nursing and associate dean of the school of nursing. There, she established additional roles for nurses in transplantation surgery, pain, and incontinence management. She emphasized to managers, "You do not manage people, you lead people. You manage things." She helped establish a collaborative practice between nursing service and education which enabled hospital nurses to teach students and faculty to maintain a clinical practice. In 1992 she served as interim dean of Emory's nursing school.

Mary was widely recognized by her profession, first as a charter fellow, then Living Legend in the American Academy of Nursing; by Alabama in its Healthcare Hall of Fame; by the national nursing honor society Sigma Theta Tau International for excellence in nursing practice; and by Emory as a Distinguished Emeritus Professor. She also chaired the board of directors for the *American Journal of Nursing*, then the oldest and largest nursing journal in the world. 🌍

Submitted by **Mary Mallison**



**2010 R. Louise McManus
Medal Recipient
Nettie Birnbach, EdD, RN, FAAN**



Dr. Birnbach holds an MA; MEd; and EdD in nursing education from Teachers College Columbia University. Her curriculum vitae reflects the many leadership roles in nursing practice and education, professional nursing organizations, and community service that she has held. She is widely published and has presented numerous papers.

Dr. Birnbach is the recipient of many awards and was presented with Honorary Recognition from the New York State Nurses Association in October 2009. This June, she will be inducted into the American Nurses Association Hall of Fame.

Her contributions range from volunteer service (including president) of the American Association for the History of Nursing (AAHN) to her research on the history of nurse registration as well as to her service as NEAA historian. Dr. Birnbach held many AAHN leadership positions from 1983- 2000.

While many of Dr. Birnbach's accomplishments have enduring value for the nursing profession, one of her most significant and lasting undertakings is her research on, "The Genesis of the Nurse Registration Movement in the United States, 1893-1903." Dr. Birnbach's historical investigation centers on the earliest unified effort of American organized nursing to achieve legal sanction for its qualified practitioners.

In her retirement, Dr. Birnbach continues her professional and community activities. She is an active volunteer with Hadassah and the Palm Healthcare Foundation. She publishes articles on nursing history and serves on the American Academy of Nursing expert panel on nursing history as well as on the AAHN Teresa Christy Award Committee. As you can see, Dr. Nettie Birnbach's many contributions to TC, NEAA and the profession of nursing makes her most worthy of this award.

**2010 Nursing Scholarship and
Research Award
Marianne Taft Marcus, EdD, RN, FAAN**

Dr. Marcus earned a BSN, MEd and MA at Teachers College Columbia University. Her doctorate in education is from the University of Houston, in Houston, Texas. She currently serves as the John P. McGovern Professor of Addiction Nursing and Director of the Center for Substance Abuse Education Prevention and Research, University of Texas Health Science Center at Houston School of Nursing in Houston, Texas.

Her extraordinary work has earned her numerous awards and honors. At the top of this list of honors, Dr. Marcus earned recognition by the American Academy of Nursing as a 2006 inaugural "Edge Runner" for her "Mindfulness-Based Stress Reduction Program."

Her honors cross interdisciplinary lines and international boundaries and include an appointment to the National Institute on Alcohol Abuse and Alcoholism Nursing Expert Panel; the International Nurses Society on Addictions President's Award; and the Lifetime Appreciation Award from the Texas Research Society on Alcoholism, among others.

Through publications, consultations, and presentations, Dr. Marcus has shared her research and behavioral-therapy innovations throughout the world. Her work in curriculum design and program development has influenced medical and other health professions as well as nursing education. In addition, Dr. Marcus has held leadership volunteer positions and served on professional committees where she has had opportunities to advocate for and seek support to fund the research and treatment needs of substance abusers. Dr. Marianne Taft Marcus has an unrelenting passion to improve the lives of addicted individuals. Her truly significant and unique accomplishments make her most worthy of the NEAA Nursing Scholarship and Research Award.

**Nursing Education Award
Marita E. Frain, MEd, RN**

Marita E. Frain holds a MEd from Teachers College and has had a significant career as an innovator and curriculum expert in nursing education. She has served on the faculty at Villanova University for over 25 years where she is highly respected for her contributions to technology-based teaching strategies.

Over the years Marita has led her school and university in the advancement of technology in teaching and learning. Beginning with her early efforts to foster faculty computer competence, back in the 1980s, Marita has consistently guided the faculty through their development and assisted them cultivate comparable skills in their students. She has provided many presentations in national and local arenas to document and foster strategies to enhance student learning.

Most recently Marita has been engaged with the implementation of an electronic health record system with the use of high fidelity simulators. This is clearly an important direction for the immediate future and she is contributing to the identification and testing of an electronic record system for use within schools of nursing. Marita's passion for technology placed ahead of most early adopters and assisted in the advancement of technology as an important strategy in the education of nurses.

**Nursing Practice Award
Stephen Marrone, EdD, RN**

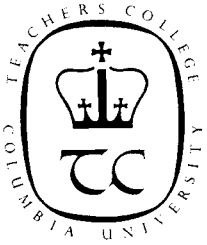
In his current position as Deputy Nursing Director at the Institute of Continuous Learning at SUNY Downstate Medical Center and as a Clinical Assistant Professor of Nursing at SUNY Downstate College of Nursing, Stephen has the opportunity to pass on his knowledge and commitments to neophytes and expert clinicians.

Stephen earned an EdD from Teachers College Columbia University in 2005. This education built upon his previous academic work as a Clinical Nurse Specialist. While Stephen's work in cardiovascular nursing has been exemplary, his most significant contributions to clinical nursing practice have focused on his work with cultural competence and interventions related to diversity and its impact on patient care. In part stemming from his years of service at King Fahad National Guard Hospital and the King Faisal Specialist Hospital and Research Center in Riyadh, Stephen has been tireless in his efforts to help nurses appreciate and address cultural needs of patients. In his current position he provides administrative oversight for the Professional Nursing Practice Model and ensures that the Forces of Magnetism are evident in the nursing practice environment.

Stephen's efforts to influence advancements in culturally competent care have extended to national organizations. He has a history of substantial contributions to the Transcultural Nursing Society as a member of the Board and Certification Commission. In addition, for over ten years he has served as a leadership fellow for the Center for Leadership Excellence and for the American Association of Critical Care Nurses. Stephen was recently inducted as a fellow in the New York Academy of Medicine. 🌐



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48th Annual
Isabel Maitland Stewart
Conference On
Research in Nursing
Friday, April, 29, 2011
(tentative)
Teachers College
Columbia University



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c/o Diane Mancino, Editor

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From the Editor

Diane J. Mancino (EdD '95), Editor and Chair, *Courier* Committee

My lower jaw dropped when I overheard a colleague say, “Mentors should be paid.” Perhaps this is the case when mentoring time-intensive high-risk youths or beta-testing new “mentoring” programs. In the nursing profession, however, I believe that mentorship is woven inextricably into the fabric of nursing. Just as teaching is integrated into the practice of nursing, mentoring is an integral part of who we are and what we do as professionals. It is an expectation.

This is not to say that mentorship is always natural and innate. Although for some it is, for many mentoring is a learned skill that is mindful and intentional. Mentoring may be best learned by being mentored and reflecting on the relationship as it unfolds. This is how I learned mentorship. By having great mentors, one becomes a great mentor.

I recall as a graduate student at NYU in the late 1970s, that I wanted **Shaké Ketefian**, who was my teacher, to be my mentor. I had just read an article about mentoring that recommended that the parties involved sign agreements about their expectations for the relationship. When I approached Professor Ketefian with a letter of agreement, she took it, read it, looked at me, said nothing, and put the letter away. At the end of the semester, it was Professor Ketefian who guided me to my first job in association management.

So if you are looking to get rich from mentoring, you will. Yes, your life will truly be enriched knowing that you have significantly contributed to the success of a student or a colleague. This experience is priceless. ☺



Please send address changes, alumni news, letters to the editor, news items, and manuscripts up to 500 words to:

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